

Reception Long Term Plan 2025/2026	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Getting to Know Me	Let's Celebrate	People Who Help Us Visitors in to discuss jobs	Stories Through Time	Garden Gang Trip – Wrekin Forest School	Wonderful World
Books	The Something (RSW) Elmer Lion inside Perfectly Norman Only one you – Linda Kranz Two places to call home The name Jar Super duper you From head to toe eric carle My daddies – Gareth peter Ruby's worry	Star in the Jar (RSW) Binny's Diwali Harvest days kate de palma Mog's birthday Kitchen Disco How to catch a star My pet star Supertato carnival catastrophe Joy to the world – Christmas around the globe Dino that pooped Christmas Father Christmas needs a wee The tree that's meant to be Stickman – link to seasons (Sci)	Topsy and tim meet the police You can't call an elephant in an emergency A superhero like you – Doctor Ranj Non fiction doctors/nurses Cops and robbers Allan Alberg Jolly postman I'm the bin lorry driver Mog and the vet When you're fast asleep who works	3 Little pigs Goldilocks and the three bears The gingerbread man Jack and the beanstalk Hansel and Gretel Anansi and golden pot – traditional tales from around the world	RSW – The Extraordinary Gardener Going on a bear hunt We are here What the ladybird heard Percy Park Keeper The tiny seed -eric carl Jasper's beanstalk Oliver's vegetables Non-fiction book Rosie's hat Elmer's weather	Storm Whale Snail and the whale Commotion in the ocean Rainbow Fish Shark in the Park Shark in the Dark Tiddler Frogs LGBT

<u>Events/celebrations</u>	Black History Month (oct) Diwali Teeth Hygiene	Bonfire Night Remembrance day Anti-bullying week Road safety week Christmas	RSPB Big school bird watch Children's mental health week Safer Internet Day	Ramadan Pancake day Holi Festival Sign language week Mother's Day Eid Easter World Book Day	London Marathon Outdoor Classroom day (May 8 th) Dog Safety	June – Pride Month Father's Day World Music Day Wimbledon
EYFS curriculum and development of skills such as C&L, PSED, PD are not necessarily linear and learning opportunities are provided throughout the year to support children regardless of their developmental position.						
Communication and language (listening, attention, understanding and speaking)	- On-going teaching of active listening skills through Read Write inc daily sessions and daily circle times. - Teaching new and varied vocabulary through pictures, objects and on-going discussions, repetition and having fun with words. - Adults asking who, what, when, where questions. Lots of opportunities for exploring and asking why things happen. - Model thinking out loud in RWinc to support problem solving and connecting ideas. - Daily stories, rhymes and songs where children are encouraged to join in and retell/ repeat. - High quality picture books shared between home and school. Recommended picture books shared daily as well as specific books (fiction and non) to support the teaching of vocabulary and learning for the topic/ theme. - Key words taught through weekly focus texts to expand language knowledge - Makaton signs and symbols used where necessary. - Key Makaton signs taught to whole class to support communication - A1 – Good Morning, Toilet, Please, Thank you, food, home - A2 – Good Afternoon, Christmas, Father Christmas, key animals. - Sp 1 cont - tbc based on needs of children...					
<u>Physical development</u>						
Gross Motor Skills Key Skills: Rolling, Crawling, Walking, Jumping, Running, Hopping, Skipping, Climbing, Slopes/hills,	PE Mastery – Movement and Space Opportunities to move in different ways through daily Child initiated	PE Mastery – Move it Opportunities to move in different ways through daily Child initiated	PE Mastery – Dance, Dance, Dance Opportunities to move in different ways through daily Child	PE Mastery – Roll it, Catch it, Kick it Opportunities to move in different ways through daily Child initiated	PE Mastery – Fantastic Gymnastics Opportunities to move in different ways through daily Child initiated activities indoor and outdoor.	PE Mastery – Fun and Games Opportunities to move in different ways through daily Child initiated

Carrying, Spin, Rock, Tilt, Fall, Slide, Bounce Time to be still and quiet factored into curriculum.	activities indoor and outdoor.	activities indoor and outdoor.	initiated activities indoor and outdoor.	activities indoor and outdoor.		activities indoor and outdoor.
Fine Motor/handwriting skills	Funky Fingers table always accessible – activities updated weekly. Correct pencil grip daily through RWI. Morning writing of name. Whole class dough disco, from sponges to play dough to clay, pencil disco and additional boosters where needed.			Funky Fingers table always accessible – activities updated weekly. Correct pencil grip retaught daily through RWI.. Fine motor group interventions where needed. Handwriting group sessions.		
Scissors (info taken from https://www.griffinot.com/teaching-children-scissor-skills-and-cutting/)	Pre-scissor skills. Using 2 hands at the same time, focus on a task. Practise in opening and closing both hands. Activities such as: Building with blocks, squeezing water out a sponge, spray bottles, ripping paper, threading etc.	Stage 1 – learning to snip. Holding scissors correctly with thumb facing up. Making several snips along a piece of paper. Attempt to establish hand dominance.	Stage 2 – cutting along straight lines Reestablish correct holding of scissors Start with short strips that require 2 snips, then increase. Chunky lines for children to follow initially then thinner.	Stage 3 – changing directions Reestablish correct holding of scissors. Model how to turn the scissors and the paper when changing direction. Subtle changes of direction initially.	Stage 4 – Getting creative Stage 5 – more complex and zig zag Additional intervention for those who still need support.	Stage 6 – cutting inside a shape. Additional intervention for those who still need support.
Cutlery	<u>5b5 – Use Utensils</u> Meal time routines. Utensil safety. Practise using 2 hands at same time.	Explicit teaching of holding cutlery – involve dinner staff in challenge. Fine motor activities to encourage use, initially using fork.	Explicit teaching of holding cutlery – knife and fork. Fine motor activities provided to encourage use of knife and forks and spoons.	Activities encouraged during continuous provision to practise skill. Additional intervention for those who still need support.		

	Pincer grip practise. Cutlery available during role play activities.	Knife chopping movement introduced during continuous provision.			
<u>Personal, Social, Emotional Development</u> Whole class reflection time at the end of each day Revisited throughout the year: Personal hygiene Hand washing Healthy food Tooth brushing Screen time Sleep	<u>Self regulation, managing self, building relationships.</u> On-going modelling and teaching of positive behaviours, resilience and positive relationships. Clear rewards and consequences as per behaviour policy, being flexible yet consistent. Individual and whole class behaviour incentives. Taught through high quality texts and PSHE scheme.				
	Links to UW – talk about immediate family and community Jigsaw Settling in School Rules Modelling personal hygiene, hand washing Protected Characteristics <u>School bhv progression Document:</u> Ready: Show independence and confidence when separating from carers. Show an	Celebrating Difference- Jigsaw British Values introduction display in class. Keep linking back to. <u>School bhv progression Document:</u> Ready: Locate their own belongings and know where these are kept in the classroom. Know their way around the school building and locate key areas including toilets, playground, the hall, DHT and HT offices, main school	Links to UW: describe people who are familiar in the community Changing Me – Jigsaw Expect respect. <u>School bhv progression Document:</u> Ready: After minimal prompt, be able to follow school conventions e.g. silent walking in corridors, lining up to move between places, collecting hot dinners and	Healthy Me – Jigsaw Oral Health focus Exercising bodies Physical activity Healthy food 5by5 – eat the rainbow Sleep Keeping clean Safety <u>School bhv progression Document:</u> Ready: Show independence in storing and retrieving their personal belongings. Transition between tasks efficiently, so that	No Outsiders <u>School bhv progression Document:</u> Ready Be able to prepare for outdoor learning by independently dressing for the task. Be able to follow school conventions e.g. silent walking in corridors, lining up to move between places, collecting hot dinners and clearing away, with minimal prompt or support. Respectful Follow class and school conventions, such as stop signals and movement around school, with independence for the majority of the time.

	understanding of school conventions: e.g. silent walking in corridors, lining up to move between places, collecting hot dinners and clearing away, with support etc. Respectful: Follow their interest in play and exploration, whilst turn-taking and sharing (with modelling and support). Respond to adults when asked to stop an activity by showing eye-contact, with prompts. Safe: Follow explicit rules designed to keep them safe, e.g. remaining within a specified room or space. With prompts, respect personal space and uphold the rule that we only ever use 'kind hands' in school.	office and nurture room. Respectful: Wait with patience when seeking an adult's direct attention. Show empathy towards others – offering an apology if needed when prompted by an adult Safe: Use and handle equipment in the learning environment with care and concern for their own safety, following adult prompts and models. Road Safety	clearing away, with reducing support etc. Move confidently around the school premises, locating key areas independently. Show developing learning behaviours: the ability to watch, look, listen and respond to adult-led learning. Focus on a task for a period of 10 minutes or more. Respectful Respond to a whole-class stop signal on the majority of occasions, without being named individually. During child-initiated play, show patience while turn-taking and sharing with increased independence. Safe:	productive time is not lost, when led by an adult. Respectful: Take responsibility for accidents and mistakes where appropriate; knowing that an apology might be needed. See 'story-time' as an opportunity to listen and enjoy literature. Show respect by not interrupting. Safe: With increased independence, use the equipment and the learning environment safely, recognising that the environment might change depending on the activity, weather etc.	Safe Be relied upon to follow school rules, especially those designed to keep us safe and able to learn, with increased independence. Dog safety	listen and respond. Adapt learning behaviours depending on the task: including quiet, independent learning, Respectful Develop a sense of 'community' in the classroom; taking pride in others' accomplishments and understanding that the adults' time must be shared. E.g. If needing an adult's attention, waiting patiently, rather than tapping or repeating the adult's name. Understand that mistakes are an opportunity to learn and to develop resilience in the face of challenges and obstacles. Safe Be a willing helper, who takes care of the equipment
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	Teeth Hygiene (5by5)		Follow explicit rules designed to keep them safe, e.g. remaining within a specified room or space. Safer internet day/screen time			and the environment. Know, by name, the adults in school who are there to keep them safe, including the schools Designated Safeguarding Leads.
<u>NSPCC Protect Curriculum</u>	Identify places where they feel safe Identify adults who keep them safe, inside and outside of nursery/school Know that there are different feelings that we might feel at different times (e.g. happy, sad, angry, surprised) Safe places activities – colouring maps/post-it notes around school.	Be able to talk about their own and other people's feelings. Introduce language of <u>CONSENT</u> – teach through stories – see NSPCC document. understand the importance of using kind words and actions understand that it's OK to say “No” be able to respect other people’s choices if they say “no”	Reteach concept of consent. know there are good secrets and bad secrets, and that it's OK to share secrets with a safe adult know who to share worries with. Pantosaurus story	Reteach concept of consent. Addressing through role play, identifying consent in stories. Addressing issues where appropriate on whole class/individual basis		

<u>Literacy Opportunities</u>	- Daily Teaching of Read Write inc Phonics Scheme. Daily letter formation and learning new sounds. Starting with Set 1 then children grouped at end of Autumn 1. - Opportunities for daily mark making within CP and adult directed activities linked to texts and topics. Consistent use of 'Fred Fingers' when segmenting for spelling and 'Fred Talk' when blending to read. - Opportunities for mark making in independent, child led activities and this is encouraged and praised by EYFS staff. - Planned opportunities for: Lists, letters, invites, postcards, story maps, labels, cards, maps, designs, recipes, instructions. – Message centre/writing area available each day. - 5 words - Key vocab focus each week for focused book.				
<u>Literacy Skills</u>	• Chn to begin to represent a word with an initial sound or make phonemically plausible attempts at spelling *Teach high frequency words: Common Exception Words; is, I, the, to, Orally rehearse sentences and Word Count the number of words spoken. Mark making for labels/drawings	Continue to represent a word with initial sounds – begin to write cvc words. Secure previous unit high frequency words and teach Common Exception Words; is, I, the, to, into, no, go, so, he, me, we, be, she, was Orally rehearse sentences and Word Count the number of words spoken prior to writing •Focus on a simple sentence/word	Continue to represent a word with initial sounds – begin to write cvc words/extending to phrases. Secure previous unit high frequency words and teach Common Exception Words; is, I, the, to, into, no, go, so, he, me, we, be, she, was, my, by, her, you, they, all, are Write simple sentences Re-read what they have	Continue to represent a word with initial sounds – begin to write cvc words/extending to phrases. Teaching importance of CL and FS, finger spaces. Continue high frequency words. Write simple sentences Re-read what they have written to check for meaning Begin to access Ready Steady Write Scheme for	Continue to represent a word with initial sounds – begin to write cvc words/extending to phrases. Teaching importance of CL and FS, finger spaces. Continue high frequency words. ; is, I, the, to, into, no, go, so, he, me, we, be, she, was, my, by, her, you, they, Write simple phrases confidently •Teacher model, support and encourage independence in the correct use of the Sentence Accuracy Check Ready Steady Write for all

			written to check for meaning	those who are ready.	
<u>Maths</u>	4 days a week – Mastering Number, 1 day a week, White Rose – shape/measurement. This learning then supported via continuous provision and adult led activities.				
- Number (Mastering Number 4 days a week)	Subitising within 3 Counting skills Comparing groups	The ‘fiveness of five’ Comparing sets Part and whole Composition to 5 Matching numerals to 10	Subitising within 5 Counting – one more 6 and 7 as 5 and a bit Make unequal sets equal	Staircase pattern and ordering numbers Ordering to 8 Less than Doubles Odd and even	Counting larger sets Composition of 10 Subitising to 6 Introduce Rekenrek Number bonds to 5 Composition of 10 Number patterns Counting
- Numerical Patterns (White Rose Maths 1 day a week)	White Rose: Talk about measure and patterns.	White Rose: Shapes with 4 sides.	White Rose: Length Height and Time (capacity through C.I)	White Rose: Explore 3D shapes	White Rose: Visualise, Build and Map
<u>Understanding the World</u>					
- Past and present	History: Peek into the Past (Kapow) Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	Kapow – Peek into the past lesson 6 – remembrance lesson		History: Adventures Through Time (Kapow) Understand the past through settings, characters, and events encountered in books read in	

				class and storytelling.		
- People Culture Communities	Circle time, discussing immediate family and community, (links to PSED) Diwali Harvest Festival RE: What Makes us Special (Kapow) lesson 1,2	Bonfire Night Remembrance Day Christmas RE: Time to celebrate – lessons 1,2,3 & 6	RE: Time to celebrate, 4&5 – Shrove Tuesday Ramadan RE What makes us special 3, 4, 5	Talk about people who are familiar within the community. Ramadan Holi Festival Mother's Day Eid Easter		Father's Day RE: Special Places (all lessons)
- The Natural World	Sci: I am a scientist Push or pull Loud or quiet Float or sink Freeze or melt Light or dark? Changing seasons – lesson 1 – Autumn treasures	Geog: Exploring Maps Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Sci – changing seasons – lesson 2 – whatever the weather.	Sci: Changing seasons – lesson 3 – teach at end of half term – winter wildlife	Sci – end of spring 2- Spring Magic	Geog: Outdoor Adventures Explore the natural world around them, making observations and drawing pictures of animals and plants. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Sci: Animal Adventures Living and non living things Describing minibeasts On the farm Animal homes Zoo animals Sci – changing seasons – lesson – sandcastle science	Geog: Around the World Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Sci – changing seasons – summer senses (5by5 – listen to wildlife) Sci: Our Beautiful Planet Exploring outdoors

						Plants Exploring plant parts Planting seeds Caring for the earth
Outdoor learning:	Regular outdoor learning opportunities provided both within the school grounds and externally. Opportunities planned throughout the year to grow and develop reception garden (see below). Learning to be taken outdoors wherever possible. Forest school to be started in spring term.					
Growing our Garden	Explore outdoor environment	Plant spring bulbs – snowdrops and daffodils Build greenhouse	Feb – plant carrot Seeds March – plant potato seeds Plant sunflower seeds – prep for Mother’s day Books: Oliver’s vegetables, Supertato	Forest School Planters outside Tadpoles Books: One little frog, Non-fiction texts	Forest School/Nature reserve	Forest School/Nature reserve Jun/July – harvest vegetables Oliver’s vegetables Butterflies Hungry Caterpillar
Expressive Arts and design	Daily opportunities to explore learning environment. Daily access to “Art Studio” where children are encouraged to independently create and explore. Designing/planning encouraged and praised and eventually labels added when confident. Role play areas provided both indoors and outdoors and adults encourage and support this play. Children given regular opportunities to use musical instruments throughout their play (guided and independently). Daily singing during transitions/before lunch.					
- Creating with materials	Art: Marvellous Marks (all lessons)	Use skills from A1 to apply independently and in adult directed activities e.g. Christmas cards, bonfire night etc..	Recycle Christmas cards Art: paint my world – outdoor link	Use skills from A1 and spring 1 to introduce art in nature. DT Threading sewing weaving Fruit kebab – link to PSHE healthy eating	Art: Creation Station – sculpture DT: Structures – boat/waterproofing	Use skills from A1, Sp1, Su 1 to apply to modelling clay/play dough – outdoor links

			DT Junk Modelling	5by5 – eat a rainbow Cooking – Easter, biscuits/cakes	Cooking: Vegetable Soup – carrots/potato – peeling	Cooking – Chips
- Being Imaginative and expressive	Music (Kapow): Exploring sound	Opportunities to explore musical instruments in environment. ‘Silly songs’ and transitional songs		Music (Kapow): Music and Movement	Music (Kapow): Transport	Music (Kapow): Big Band
Computing Regular access to computers set up in classroom, working on keyboard skills, mouse skills	Introduce key vocabulary – Using a Computer	Technology provided during continuous provision for children to practise skills.	Introduction to Beebots Exploring hardware – programming.	Technology provided during continuous provision for children to practise skills.	Using technology and Ipad as cameras, taking ideas from Exploring hardware unit.	Learn to Log on to computers ready to progress into year 1.